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ABSTRACT

One of the major goals of the middle school is to help students gain and refine skills in the area of values clarification. One way of securing such value clarification is to plan and assign value sheets--carefully planned and written activities designed to elicit value clarification patterns of language usage from students. Six different formats of value sheets are presented including the standard format, the forced-choice format, the affirmative format, the rank-order format, the classification format, and the criterion format. Each sample value sheet is designed to be used with a social studies unit focusing on the Bill of Rights, the topic of justice, or the concept of due process. Every value sheet contains at least two elements including the social and scientific context which describes an event that occurs or has occurred and is the focus of the student value clarification. In addition, there are eliciting questions in the form of discussion starters to provide a frame of reference for the teacher and guide the students toward their value clarification. These examples demonstrate that value clarification lends itself to logical and systematic thought. (Author/DE)

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VALUING EXERCISES

FOR

THE MIDDLE SCHOOL

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P. K. Yonge Laboratory School
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VALUING EXERCISES FOR THE MIDDLE SCHOOL

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VALUING EXERCISES FOR THE MIDDLE SCHOOL

I

INTRODUCTION

One of the major goals of the middle school is to help students gain and refine skills in the area of value clarification. Value clarification may be defined as patterns of language usage by students, patterns of verbal statements from which the teacher may infer that valuing is occurring. One way of securing value clarification is to locate or to plan and assign value sheets.

II

THE VALUE SHEET

Value sheets are carefully planned and written activities designed to elicit value clarification patterns of language usage from students. Furthermore, value sheets are planned and used in conjunction with an ongoing unit of instruction. By planning and using value sheets in connection with ongoing instruction, the teacher avoids the danger that students will perceive valuing as a form of activity isolated from and not related to the cognitive tasks they are engaged in and the content they are learning. In addition, the teacher need not break the flow of instruction in order to take time out for value clarification activities.[1]

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[1]In order to ensure that they are used as an integral element of instruction, value sheets are defined as carefully planned and written exercises. Once written, the teacher can use such options as role play to communicate situations at the focus of value clarification.

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Value sheets may be written in different formats in order to stress procedures one may use in order to clarify values and make decisions. Casteel and Stahl have identified and defined six different formats in which value sheets may be written.[2] These six formats are called:

the standard format

the forced-choice format

the affirmative format

the rank-order format

the classification format

the criterion format

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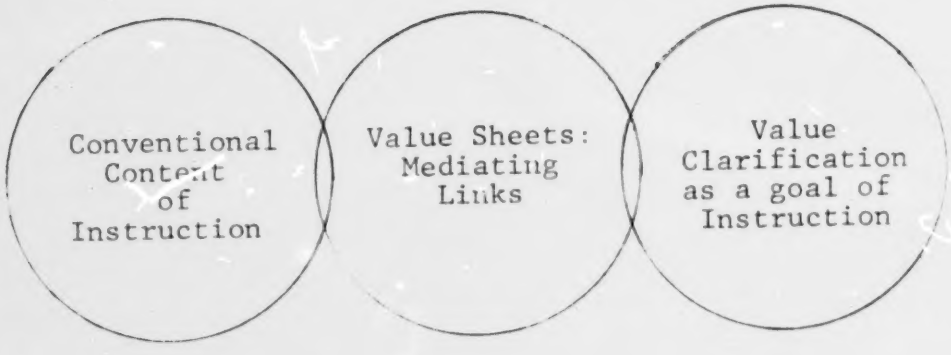
[2]The theoretical approach used and protocols for each format are presented in a forthcoming book: J. Doyle Casteel and Robert J. Stahl, Value Clarification in the Classroom: a Primer (Goodyear). Examples for use in high school science classes are available from the ERIC center (Columbus, Ohio): J. Doyle Casteel, Robert J. Stahl, and John J. Koran, Value Clarification: Using the Concept of the Value Sheet. 1974, 96 pages. Other examples of the value sheet are currently in press as: J. Doyle Casteel and Robert J. Stahl with Monte Adkison and Thomas Gadsden, Jr. Value Clarification: Six Formats of the Value Sheet for the Social Studies. (Bulletin) Gainesville, Florida: Florida Educational Research and Development Council. The approach to value clarification used is based on a verbal feedback system. This system is described in J. Doyle Casteel and Robert J. Stahl The Social Science Observation Record: Theoretical Construct and Pilot Studies. Research Monograph No. 7, Gainesville, Florida: P. K. Yonge Laboratory School, 1974, 125 pages.

Value sheets written in each of these formats have been used in language arts, social studies, core, and science classes at P. K. Yonge Laboratory School.

The intent of this monograph is to present examples of each format that can be used in the middle school. The examples presented below were designed to be used in conjunction with a social studies unit focusing on the Bill of Rights, the topic of justice, or the concept of due process. Middle school teachers are encouraged to copy (and modify) these value sheets in order to "experiment" with this approach to value clarification. As teachers experiment with these examples, they may find it useful to observe how value sheets link content learning and valuing behavior (see diagram below).



III

ELEMENTS OF THE VALUE SHEET

Every value sheet contains at least two elements. First, there is a social and scientific context. This presents the focus of value clarification and establishes the context within which students are to respond. This may simply describe an event that occurs or has occurred or that is contrived by the teacher. This context may also present the student with a role and a situation within which he is to fulfill his assigned role.

Secondly, there are eliciting questions in the form of discussion starters. These provide a frame of reference through which the teacher can guide students to understand the focus of value clarification, to relate the focus of value clarification to the unit they are studying, and elicit from students statements of value and feeling (see figure 1). Although these questions help the teacher to guide follow-up discussions, the teacher needs to be flexible and open; hence, the teacher needs to feel comfortable using at least four different modes of questionning behavior. These four modes of interrogative behavior are presented in figure 2.[3]

As value sheets become more complicated decision sheets are added. These guide the responses of students and, through practiced repetition, help students to master some of the vocabulary and some of the procedures (i.e., heuristics) of value clarification.

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[3]There is an instructional module designed to help teacher learn to understand and use these four interrogative modes: J. Doyle Casteel, Verbal Strategies of Valuing. 1968, 19 mimeo pages.

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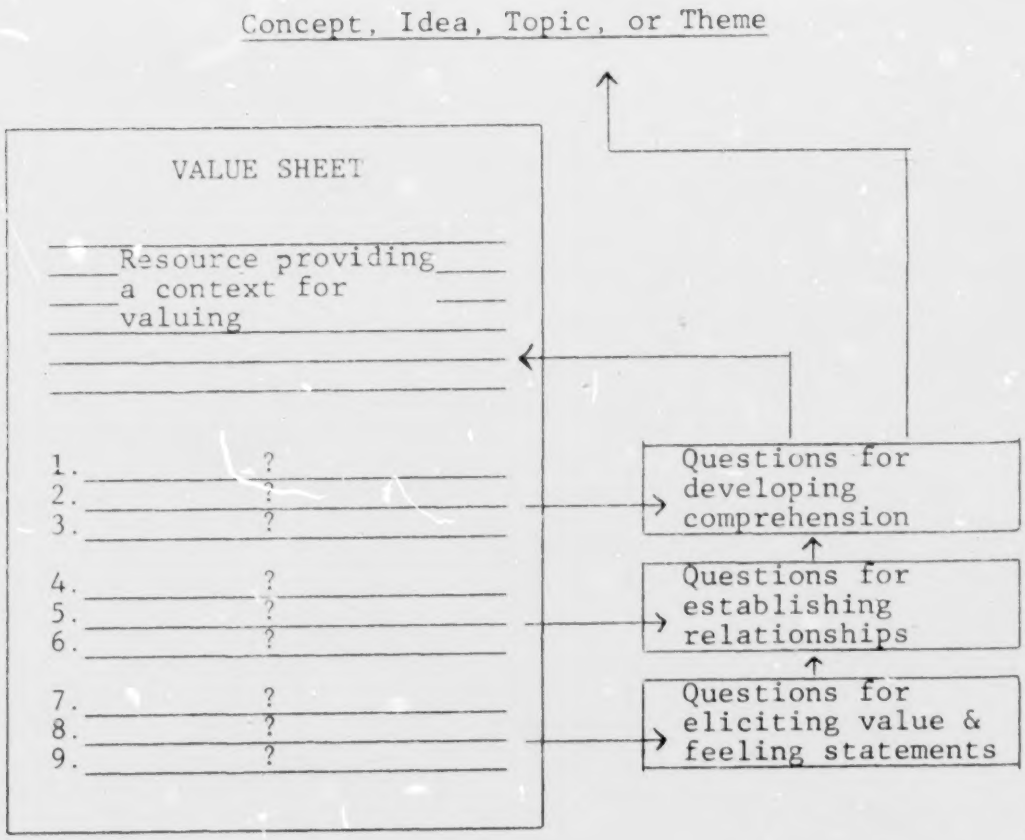

Figure 1

Role of Eliciting Questions in Value Clarification

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The Four Interrogative Modes

EMPIRICAL	RELATIONAL	VALUING	FEELING
What did you see?	How does what you saw relate to the topic? Explain your answer.	Is the relationship you see good or bad for man? Explain.	How do you feel about what you saw? heard? read? experienced? remember?
What did you hear?	How does what you heard relate to the topic? On what grounds?	Is the event you experienced good or bad for man? Please elaborate.	How do you feel about the relations we have established?
What did you read?	How does what you read relate to the topic?	Are the consequences of the relationship you established between facts and topic good or bad for man? Provide some illustrations.	How do you feel about the effort to base values on the concepts of human utility?
What did you observe?	How does what you observed relate to the topic? On what basis?	Would it be good or bad for man if we agreed with the feeling you just expressed?	If you found yourself in the situation we have described, what would be your most immediate feelings?
What did you experience?	When you identified anxiety as a good consequence, how were you relating it to our topic?		
What do you remember?			
What happened?			

Figure 2

Types of Teacher Questions Associated with Value Clarification

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IV

SAMPLES: SIX FORMATS OF THE VALUE SHEET

Six samples of the value sheet are presented in this section. Each sample illustrates one of the formats in which value sheets may be planned. Each sample presented will contain the following components:

Teacher Preparation: This component is intended to suggest how the value sheet might be used in the classroom. Teachers are encouraged to modify this element in order to make the value sheet fit in with their instructional goals and situation.

Social and Scientific Context: This presents the situation which students are to understand, to relate to the unit of work they are studying, and toward which they are to express value and feeling statements. (It may also present a role and a situation in which students are to respond.)

Discussion Starters: These are intended to guide follow-up discussions. They should not be slavishly followed; rather, they are to serve as a frame of reference.

STANDARD FORMAT

Teacher Preparation.

1. Secure a copy of the value sheet for each student to use.

2. Check the vocabulary used in the social and scientific context in order to determine if you need to develop a glossary prior to assigning the value sheet.

3. Determine whether you wish students to write out answers to the discussion starters or simply to consider how they would answer the questions. (If students (or teacher) are unaccustomed to value clarification activities, it is a good idea to have students commit themselves on paper in order to facilitate follow-up discussions.)

4. Check the follow-up questions. Make certain that there are questions that will enable students to see the valuing exercise as an activity that is related to the unit they are studying.

Social and Scientific Context.

The community of Racquet supports its local schools. The citizens donate much time and money to support school functions. In addition, they pay the highest property taxes in the state. The majority of this money is spent financing the schools.

The citizens of Racquet have become incensed because groups of people have been destroying school property by throwing rocks through windows.

Although people have seen the groups destroying school property it has always been at a distance. No one could identify the culprits.

The police decided to set a trap for the offenders. Instead of catching the whole group they were only able to catch one member, David Jefferson, age 17. David was-described in the local newspaper as a "hippie type" who needed a bath and a hair cut. He called the police "pigs" and told everyone his father would be able to fix everything.

The judge was angered by David's appearance and contempt for the law. He set his bail at $10,000. It would have normally been $200. The judge did this because he said he wanted to make an example of David. He wanted to discourage further destruction of school property.

David's father was unable to pay the bail therefore David spent two weeks in jail awaiting trial.

Discussion Starters.

1. What crime was committed by David Jefferson?

2. How did the local newspaper describe David?

3. What action did the judge take against David?

4. Is it right for the police to set a trap to catch a criminal? Explain your answer.

5. Why does the judge have authority from the courts to set bail at different amounts for the same offense?

6. Do you think the judge handled David's case properly? Explain your answer.

7. If David was a friend of yours, how would you feel about the judge's decision?

8. Do you think it is right for the courts to make an example of a person?

FORCED-CHOICE

Teacher Preparation.

1. Secure a copy of the value sheet for each student who will respond to the value sheet.

2. Determine if you wish students to respond to the decision sheet individually or in small groups of four of five.

3. Check vocabulary to make certain that students can read and comprehend the social and scientific context. (If this format is new to students or to the teacher, let students read the situation, discuss it to assure initial understanding, and then distribute the decision sheet.)

4. Prepare a decision sheet consistent with the grouping arrangement you choose to use. (For example, the decision sheet for this example is written for a small group of four or five students who are to agree on a common response.)

5. Check the discussion starters to make sure that some of the questions will help students to relate this exercise to the topic they are studying.

Social and Scientific Context.

As a parent of Mindy Michaelson you must make a decision.

Mindy is 13 years old. You have always tried to do your best in raising her. She has attended private schools, gone to church every Sunday, and received training in four musical instruments. She has a horse of her own and two closets full of clothes. She has always behaved admirably until three months ago.

Three months ago Mindy was caught shop lifting by a store detective. You were able to talk the store's manager out of charging Mindy. She had never done anything wrong in her life. You would see to it that she was properly restricted. Mindy spent one week at home after school without any friends being allowed over.

Two weeks later the school nurse called you at work. She wanted to make certain Mindy was alright because she had not been at school for three days. You sent Mindy to school all three days and could not understand what the problem was. You covered for Mindy with the school nurse by telling her that she had the flu and would return to school tomorrow. When you asked Mindy why she had not been attending school she refused to answer you. You restricted her for another week.

Three weeks ago Mindy asked you if she could spend the night at a friend's house. You said yes because you knew the girl's family. At four in the morning the police called you and asked you to come down to the station and pick Mindy up. She had been at a party that was raided for drugs. She was charged with possession of marijuana. The judge released her in your custody because it was her first offense and she seemed to the judge to be an ideal daughter and student.

When you arrived home with Mindy you told her how disappointed you were in her behavior and placed her on restriction until she could prove herself worthy of your trust.

Four days ago Mindy was arrested again. She had been caught stealing in the home of a neighbor. She had a color T. V. in her possession. She told the police she needed money to run away from home.

During her hearing the judge has decided to let you choose from several alternatives the course of action to take in order to help Mindy.

Your must choose one of the following:

_____Place Mindy in a foster home.

_____Place Mindy with the juvenile authorities who will see that she gets psychiatric treatment.

_____Place Mindy in a school for deliquent girls which is run by the state.

A decision sheet for recording your reaction is provided on the next page.

Decision Sheet

Directions: Members of your group are to agree on one of the three options offered to Mindy's parents. You should seek some basis for agreement. This means that you are not to vote. Instead you must reach a common conclusion that all members of your group are willing to defend.

The three possible policies that can be taken to help Mindy are:

1. _____

2. _____

3. _____

Of these three possibilities, the best policy is to:

_____

If asked to provide our grounds for making this decision, we would say:

_____

_____

_____

The persons responsible for making this decision are:

_____

_____

_____

_____

_____

Discussion Starters.

1. Why did Mindy's parent lie to the school nurse?
2. Why did the judge choose not to allow Mindy to remain in her parents custody?
3. Why wasn't Mindy allowed the right to trial by jury?
4. Do you think the judge should have the power of being judge and jury in a juvenile case? Explain.
5. Why would the judge suggest psychiatric treatment for a juvenile who is caught stealing?
6. How would you feel if you were Mindy and were forced to accept a choice your parents made?
7. What other choices should the judge have offered?
8. The thing that bothers me most about this decision is

_____

_____

_____

THE AFFIRMATIVE FORMAT

Teacher Preparation.

1. Check the vocabulary in the social and scientific context in order to determine if you need to help students develop definitions.

2. Determine if you wish students to respond individually or as members of small groups to this exercise.

3. Consider asking two students to role play the social and scientific context. (If so, give students who will do the role play adequate time to think through and, if necessary, to practice.)

4. Check discussion starters to make certain that one or two questions will help students relate this exercise to the unit they are studying.

Social and Scientific Context.

You are a judge in the juvenile court. You arrive in court one morning to find the Chief of Police waiting for you impatiently. There have been three warehouse fires started in the last three nights. The Chief of the Fire Department says the fires are the result of an arsonist. The arsonist does not try to cover up his crime. He leaves gasoline cans and matches at the scene of the crime. He always starts the fires in garbage cans next to the buildings.

Billy Yarns was caught at the age of 9 starting a fire in the same manner. That was three years ago. He received treatment by a doctor and was thought to be cured of his compulsion to start fires.

The Chief of Police feels certain Billy is the one setting the fires but he doesn't have enough evidence to prove it. He is afraid that unless Billy is detained by the juvenile authorities more fires will be started and that eventually someone may be hurt or even killed.

The chief of police wants you as the judge to detain Billy in the juvenile detention center until he gets enough evidence to prove Billy is guilty.

You consider the following points:

... It is your job to protect the rights of the accused.

... The courts should not make a decision as to guilt or innocence until all the evidence is heard.

... Billy has a history of setting fires. The arsonist uses the same methods as Billy did when he set fires.

... If Billy is not detained he may set more fires.

... If Billy is detained he may be innocent and you could be harming him in many ways.

The police chief is waiting to hear your decision as to whether or not Billy is to be detained. You tell him....

Discussion Starters.

1. Which facts did you consider in making your decision?
2. What are the possible consequences of your decision?
3. Do you think a person should be judged on things which occured in his past? Explain your answer.
4. Should a judge consider the rights of innocent victims in making a decision? Explain your answer.
5. When faced with making a decision to protect the rights of the many or the rights of the individual which do you think is most important?
6. When you made this decision, what were your feelings?

RANK-ORDER FORMAT

1. Check the vocabulary and help students develop definitions for words that might make it difficult for them to understand the social and scientific context, or the decision sheet. Words such as royalties may require a short printed glossary.

2. Determine whether students are to work individually or in small groups. If students are to work in small groups, provide directions as to whether they are to seek consensus or if they can resolve differences by a vote.

3. Make certain that students understand the directions provided on the rank-order decision sheet. This is sometimes difficult for students who have had no experience with rank-ordering.

4. Check the discussion starters to determine that one or two of the questions tend to relate the rank-order exercise to the content students are studying.

Social and Scientific Context.

For the purposes of this exercise you are a member of the United States Senate. As part of your daily routine you read the bills you will be voting on in the near future. Upon reading the bills you find that there are five you would vote against. You realize that you don't have time to work to defeat the passage of all of them. In order to do the most good you decide to work to defeat the bill you believe would do the most harm. You decide to rank the bills you would vote against from the most harmful bill to the least harmful bill.

The five bills and brief description of each are as follows:

The Waneright-Harper Bill.

This bill purposes that all television news shows be cleared through a government censor before they are shown.

The Smith - Cohen Bill.

This bill allows oil companies to drill for oil on a citizen's property without their permission and without paying any royalities.

The Jones - Parrot Bill.

This bill allows local police to enter a citizens home and search the premises without a search warrant.

The Loper - Wagnet Bill.

This bill allows the states the right to place any student who causes trouble at school in a government work camp for a period up to 1 month.

The McIntosh - McGuire Bill

This bill requires all persons 13 or younger to be in there homes by 9 P.M. Anyone caught outside their home after 9:00 P.M. is subject to arrest.

DECISION SHEET

Directions. Mark the bill that would be most harmful with a "1", the bill that would be next most harmful with a "2", the bill that would be third most harmful with a "3", and so on until you have marked the least harmful bill with a "5".

_____ Waneright-Harper

_____ Smith-Cohen

_____ Jones-Parrot

_____ Loper-Wagnet

_____ McIntosh-McGuire

I chose the _____ Bill as the most harmful.

I chose the _____ Bill as the least harmful.

CLASSIFICATION FORMAT

Teacher Preparation.

1. Divide students into groups of four or five to work on this valuing exercise.

2. Inform students that they must deal with a context, with a rank-order decision sheet, and with other decision sheets on which they identify good and bad policies in groups of three.

3. Check discussion starters to make sure that relational questions are included.

4. Review rank-ordering procedure.

Social and Scientific Context.

Mr. Barnes is a seventh grade teacher at William Paul Middle School.

From the beginning of the year until Christmas vacation, Mr. Barnes has felt his students have been behaving poorly. They talk so loudly he feels he can not teach. No one ever hands in homework. The room is always littered with paper and food wrappers. The last day of school just before Christmas vacation, the class had a Christmas party. Mr. Barnes wore his best suit. When he got up from his desk to go home he found he had chewing gum stuck to his pants.

Mr. Barnes felt he must set some rules for the class. Unless he does so, he believes he cannot do his job properly.

When students returned from Christmas vacation they found the following rules written on the board:

_____No gum chewing or eating in class.

_____You can not get out of your seat without permission.

_____You can not talk without permission.

_____No fighting in class.

_____You must raise your hand to answer a question.

_____You must sit in alphabetical order.

_____You must get permission to go to the bathroom or get a drink of water.

_____You must do all your class work with a partner, the person sitting next to you.

_____Everyone must be through with their work before anyone will be allowed free time.

You and a group of your friends are sitting together discussing these new rules. In general, you and your friends agree that some of these rules are probably necessary. At the same time, you know that all nine rules cannot be enforced and that efforts to enforce these rules will result in worse trouble. Your group decides that they will go to Mr. Barnes and suggest that he enforce some and drop some of the rules he has placed on the board.

In order to approach Mr. Barnes with a well-thought out and organized alternative, you and your friends decide to do three things:

1. to rank order from best to worst the nine rules Mr. Barnes has placed on the board;

2. to identify the three best rules that should be enforced and reasons why these rules will work;

3. to identify the three worst rules that should not be enforced and reasons why these rules should be rejected as ineffective.

Decisions sheets follow on which you and members of your group are to do these three things in order to help Mr. Barnes.

Rank-Order Decision Sheet

Directions. Rank order the following rules from best to worst. To do this place a "1" by the rule you believe will be most useful; a "2" by the rule you believe will be next most effective; and so on until you have placed a "9" by the least useful and worst rule.

_____No gum chewing or eating in class.

_____Do not leave your seat without prior permission.

_____No talking unless you have raised your hand and been recognized by the teacher.

_____No fighting or horseplay in class.

_____Do not respond to a question until you have been recognized.

_____Sit in alphabetical order.

_____Do not go for a drink of water or to the rest room without a permission slip.

_____Do all class work with one partner, the person sitting next to you, and with no one else.

_____If anyone fails to do their work and obey these rules, all students will lose their free time for the day.

Decision Sheet - The Three Best Policies

The three best rules to enforce are:

1. _____

_____

2. _____

_____

3. _____

_____

Our reasons for believing that these three rules are most likely to work are:

_____

_____

_____

_____

_____

Members of the group who made this decision are:

_____

_____

_____

_____

_____

Decision Sheet - The Three Worst Policies

The three policies that are not to be enforced are:

1. _____

_____

2. _____

_____

3. _____

_____

Our reasons for believing these three policies are worst are:

_____

_____

_____

_____

_____

Persons participating in making this decision are:

_____

_____

_____

_____

_____

Discussion Starters.

1. What personal freedoms do you feel were violated by Mr. Barnes rules?

2. When a group of people are abusing personal freedoms do you feel others have a right to make rules limiting those freedoms? Why?

3. How did you define freedom in the above questions?

4. Why did Mr. Barnes feel he had to establish classroom rules?

5. How would you feel if you were:

   a. Mr. Barnes (Explain how you decided.)
   b. A student of Mr. Barnes. (Explain how you decided.)

6. Give some examples of freedoms granted in the constitution that are also limited by laws?

7. What is another way that Mr. Barnes could have suggested what was bothering him?

CRITERION FORMAT

Teacher Preparation.

1. Divide students into groups of four or five for this activity.

2. Make different students in each group responsible for each of the following elements in the criterion format of the value sheet: context, universe of policies, universe of consequences, universe of criteria, and the decision sheet.

3. Think through or write follow-up questions that will help students relate their experiences and reactions to this value sheet to the unit they are studying.

Social and Scientific Context.

The campers at Bright Moon Conservation Camp are protesting the rules and policies of the new camp director, Mr. Medlow. The old director suddenly became ill and had to be replaced in the middle of the summer. Mr. Medlow thought that the campers were rowdy and needed strict discipline with fewer priviledges.

Some of the changes made by Mr. Medlow include:

1. cutting the afternoon swim period from 3 hours to 1 hour.

2. moving back curfew from 10 P.M. to 8 P.M.

3. moving breakfast up to 6:30 A.M. from 7:30 A.M.

4. cutting canteen hours from two hours a day to one hour.

5. immediate expulsion from camp for breaking camp rules rather than a loss of priviledges.

Mr. Medlow announced the rules his first day at camp and directed the camp staff to send anyone who complained to his office where he would make arrangements for their trip home.

For this activity you are a camper at Bright Moon Conservation Camp. Your friends believe that Mr. Medlow is unfair and cruel. You do not believe he should be able to prevent you from stating what you think about the new rules and policies. You and your friends determine that you will make a decision and face the possible consequences you may have to accept.

Universe of Policies

The only policies that you may consider are the five listed below. You may not consider any policy other than these five.

Policy A: Make your complaint known to Mr. Medlow. You believe he might turn out to be a fair and reasonable man when directly confronted in a respectable fashion.

Policy B: Secretly get all the campers to violate the rules. You believe that Mr. Medlow wouldn't dare send everyone home. This requires, however, that everyone participate.

Policy C: Start a petition to protest the changes. With a petition of support you believe you can influence Mr. Medlow's superiors to remove him from camp.

Policy D: Initiate letters of protest to parents. If enough campers will write their parents, perhaps they can influence Mr. Medlow.

Policy E: Publicly protest the changes. Through a direct confrontation with Mr. Medlow you believe you will unify opposition to the changes and attract publicity to your cause.

Universe of Consequences

You are to consider the twelve consequences listed here in making your decision. You may not consider any other consequence in making your decision as a group.

The following consequences might occur as a result of having adopted one of the listed policies:

1) You may be sent home.

2) You may cause a change in the rules.

3) You may not be able to go to camp again.

4) Your friends might regard you as a leader.

5) You might be labelled a "trouble maker".

6) Your parents might respect your commitment to your beliefs.

7) You might embarrass your parents.

8) You may feel good for standing up for what you think is right.

9) You may lose some friends.

10) You might lose the respect of Mr. Medlow and the camp staff.

11) You will get to practice political action skills.

12) You may find that you cannot stick it out if victory does not come easy.

Universe of Criteria

Three grounds on which you may make your decision are listed below. You must choose one of these as a basis for your decision and as justification for the negative consequences that may occur as a result of your decision. You may not consider any other basis until you have made your decision.

The criteria appropriate to make your decision are:

A) Courage - Everyone should stand up for what he believes in regardless of the consequences.

B) Rights - Campers have certain rights which have been violated. The changes made in the rules violate your parents and your expectations of what camping ought to be.

C) Protection - All adults tend to be unfair. If you and the other campers are going to have any fun you have to defend yourselves against unfair rules and policies.

DECISION SHEET

The best policy is _____

_____

_____

The good consequences hoped for are: _____

_____

_____

_____

_____

The basis for selecting this action is the criterion that says _____

_____

_____

_____

_____

The negative consequences of this decision are: _____

_____

_____

_____

_____

_____

_____

Discussion Starters

1. Should campers or students protest the decisions of people in authority? Why?

2. Are there other policies that could have been pursued? If so name them.

3. Are their certain rights which are held by all people? What are they?

4. If you had actually been a camper at Mr. Medlow's camp, how would you have felt when Mr. Medlow changed the rules?

5. If you were Mr. Medlow how would you have felt if someone else adopted the policy you selected?

6. Try to think of a situation in which a person should not stand up for what he believes in? Describe it.

V

RECAPITUALATION

Value clarification is one of the major thrusts of the middle school movement. Value clarification may be defined in terms of verbal patterns of behavior employed by students when they are engaged in valuing. Valuing patterns of verbal behavior may be planned for and elicited by value sheets. Value sheets can be written in six different formats in order to secure value clarification from students. If follow-up questions for value sheet exercises contain relational questions, valuing can occur as an integral element of ongoing instructional units in such content areas as social studies, science, and literature. Six examples illustrating this approach to value clarification have been presented in this monograph. Hopefully, these examples demonstrate that value clarification lends itself to logical and systematic thought by the classroom teacher.